

STRATEGIC SCHOOL PROFILE 2002-03**Common Ground High School District****ANTHONY WIGHT, Director**

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

County: NEW HAVEN

2000 Population: N/A

1990-2000 Population Growth: N/A

2000 Per Capita Income: N/A

Number of Public Schools: 1

Number of Nonpublic Schools: N/A

Public School Enrollment as a Percent of Town Population: N/A

Public School Enrollment as % of Total Student Population: N/A

Percent of Adults without a High School Diploma in 2000: N/A

Adult Education Enrollment in 2001-02 School Year: N/A

Number of Adults Receiving Diplomas in 2001-02 School Yr.: N/A

Education Reference Group (ERG): N/A

DISTRICT NEED

Current and Past District Need	Year	District	ERG	State
% of Students Eligible for Free/Reduced-Price Meals	2002-03	78.4	N/A	25.4
% of K-12 Students with Non-English Home Language	2002-03	2.7	N/A	12.2
	1998-99	12.3	N/A	12.3
% of Elementary and Middle School Students who Attended the Same School the Previous Year	2002-03	N/A	N/A	N/A
	1997-98	N/A	N/A	N/A
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2002-03	N/A	N/A	N/A
	1997-98	N/A	N/A	N/A
% of Juniors and Seniors Working More Than 16 Hours Per Week	2002-03	17.6	N/A	25.7
	1997-98	N/A	N/A	N/A

STUDENT ENROLLMENT AND RACE/ETHNICITY**Enrollment**

Grade Range 9-12

Total January Enrollment 111

5-Year Oct. Enrollment Change 71.2%

Projected Oct. 2007 Enrollment

Elementary 0

Middle School 0

High School 150

Prekindergarten, Other 0

Race/Ethnicity (Jan.)	Number	Percent
American Indian	0	0.0
Asian American	1	0.9
Black	65	58.6
Hispanic	30	27.0
White	15	13.5
Other	0	0.0
Total Minority 2002-03	96	86.5
Total Minority 1997-98	59	89.4

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

As a Connecticut charter school, Common Ground intends to be part of the solution to racial isolation. From the start, we opened our doors to students in the Greater New Haven area. Our October 1 list for 1997 showed 61% African American, 28% Hispanic, and 11% white. In 2002, the percentages had changed somewhat: 59% African American, 27% Hispanic, 13% white, and 1 % Asian American.

We continue to reach out to towns in the area; all middle schools received a mailing with a personal cover letter, an offer to come to our site for a presentation, or to hold the presentation at the middle school, and recruiting brochures. We made special presentations at three suburban middle schools and two magnet schools with suburban students. We also presented at a recruiting open house sponsored by parochial schools in the area. We also held three open houses at the school. This past year we mailed brochures directly to eighth graders in Branford, East Haven, Hamden, New Haven, North Haven and West Haven, two districts more than before. Applications from these towns have increased from 3 the first year to 27 this past year.

Our parent organization, The New Haven Ecology Project, provides weekend workshops and activities for the greater community on issues of health, nutrition and environmental concerns. The yearly Farm Festival brings many visitors from beyond the immediate neighborhood. The Common Ground Summer Camp for middle schoolers enrolled equal proportions of African-American, Hispanic and white students, with funding from an interdistrict grant. These activities also give the student assistants from Common Ground experience with a greater variety of ethnic and economic groups.

We have several significant obstacles in our quest for a more diverse student body. Unlike interdistrict magnets or open choice schools, we are not given money to provide transportation to students outside of the city. We have raised private and foundation funds for our school building, of which we are proud, but we still do not have many of the facilities which people have come to expect in a high school. The new state construction grant for renewed charter schools gives us hope, though the upper limit on funds continues to drive us to seek local private sources.

The Renewal of our Charter lends greater visibility and credibility to Common Ground, as does the involvement of our students in an increasing number of city-wide conferences, activities and collaborations. Our students have been represented in the International Festival of Arts and Ideas, an environmental Toxic Tour, and service learning opportunities, including older students working with children in local elementary school, reading with them, writing with them, and producing a story book for each high school /elementary school pair.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)

of Certified Staff

Teachers 8.6

Administrators 1.0

Library/Media Staff 0.0

Other Professionals 1.0

% Minority 2002-03 38.5

% Minority 1997-98 16.7

Non-Certified Instructional 2.0



Average Class Size		District	ERG	State
Grade K	2002-03	N/A	N/A	N/A
	1997-98	N/A	N/A	N/A
Grade 2	2002-03	N/A	N/A	N/A
	1997-98	N/A	N/A	N/A
Grade 5	2002-03	N/A	N/A	N/A
	1997-98	N/A	N/A	N/A
Grade 7	2002-03	N/A	N/A	N/A
	1997-98	N/A	N/A	N/A
High School	2002-03	20.8	N/A	20.1
	1997-98	21.0	N/A	20.1

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	5.9	N/A	13.5
% with Master's Degree or Above	53.8	N/A	77.8
% Trained as Mentors, Assessors, or Cooperating Teachers	23.1	N/A	25.0

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	N/A	N/A	N/A
Middle School	N/A	N/A	N/A
High School	933	N/A	1,000

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	ERG	State
Students Per Academic Computer	6.6	N/A	4.0
Students Per Teacher	13.1	N/A	13.7
Teachers Per Administrator	8.6	N/A	13.8

STUDENT PERFORMANCE

Physical Fitness	District	ERG	State
% Passing All 4 Tests	28.6	N/A	34.8

Connecticut Mastery Test, Third Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Connecticut Mastery Test, 3rd Gen. % Meeting State Goal	District 2000-01	District 2002-03	ERG 2002-03	State 2002-03
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A	N/A
Grade 8 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A	N/A
Participation Rate	N/A	N/A	N/A	N/A



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.




Conn. Academic Performance Test, 2nd Gen. % Grade 10 Meeting State Goal	District 2000-01	District 2002-03	ERG 2002-03	State 2002-03
Reading Across the Disciplines	10	11.1	N/A	47.0
Writing Across the Disciplines	20	26.9	N/A	52.8
Mathematics	20	11.5	N/A	45.1
Science	20	22.2	N/A	43.2
All Four Tests	0.0	3.7	N/A	26.6
Participation Rate	83.3	93.1	N/A	93.2



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SAT[®] I: Reasoning Test	Class of 1997	Class of 2002		
	District	District	ERG	State
% of Graduates Tested	N/A	100.0	N/A	76.8
Mathematics: Average Score	N/A	410	N/A	503
Mathematics: % Scoring 600 or More	N/A	10.0	N/A	22.3
Verbal: Average Score	N/A	440	N/A	502
Verbal: % Scoring 600 or More	N/A	0.0	N/A	20.4

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 2002	15.4	N/A	10.8
2001-02 Annual Rate for Grades 9 through 12	3.0	N/A	2.4
1996-97 Annual Rate for Grades 9 through 12	N/A	N/A	N/A

Activities of Graduates	Class of	# in District	District %	ERG %	State %
 Pursuing Higher Education	2002	6	66.7	N/A	79.7
	1997	N/A	N/A	N/A	N/A
 Employed or in Military	2002	3	33.3	N/A	16.3
	1997	N/A	N/A	N/A	N/A
 Unemployed	2002	0	0.0	N/A	0.9
	1997	N/A	N/A	N/A	N/A

DISTRICT REVENUES/EXPENDITURES 2001-02

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Secondary Districts	ERG	State
Instructional Staff and Services	\$565	\$5,597	\$6,218	N/A	\$5,786
Instructional Supplies and Equipment	\$26	\$257	\$302	N/A	\$256
Improvement of Instruction and Educational Media Services	\$44	\$433	\$454	N/A	\$376
Student Support Services	\$81	\$799	\$611	N/A	\$544
Administration and Support Services	\$112	\$1,110	\$1,411	N/A	\$1,006
Plant Operation and Maintenance	\$78	\$775	\$1,025	N/A	\$938
Transportation	\$2	\$22	\$550	N/A	\$445
Costs for Students Tuitioned Out	N/A	N/A	N/A	N/A	N/A
Other	\$48	\$479	\$232	N/A	\$117
Total	\$957	\$9,474	\$11,161	N/A	\$9,663
Additional Expenditures					
Land, Buildings, and Debt Service	\$40	\$395	\$2,249	N/A	\$1,059
Adult Education	N/A	N/A	N/A	N/A	\$776

Revenue Sources, % from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
With School Construction	6.5	79.9	4.2	9.4
Without School Construction	6.8	83.2	4.4	5.6

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		ERG		State	
	Per Pupil	% Change	Per Pupil	% Change	Per Pupil	% Change
Elementary and Middle						
Total	N/A	N/A	N/A	N/A	\$8,015	4.5
Salaries and Benefits	N/A	N/A	N/A	N/A	\$6,589	5.2
Supplies	N/A	N/A	N/A	N/A	\$425	-1.2
Equipment	N/A	N/A	N/A	N/A	\$130	-6.5
High School						
Total	N/A	N/A	N/A	N/A	\$8,899	3.7
Salaries and Benefits	N/A	N/A	N/A	N/A	\$7,142	3.9
Supplies	N/A	N/A	N/A	N/A	\$495	-3.1
Equipment	N/A	N/A	N/A	N/A	\$173	4.2

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

A rigorous academic program at Common Ground prepares students for their life journey. Three qualities of an educated person

- A sense of wonder
- Intellectual curiosity
- Critical thinking

All are nurtured to enhance useful knowledge, specific learning skills and confident application of academic expertise. Common Ground's curriculum is shaped by the basic concept of ecology: all living and non-living things on the earth are connected and interdependent. This framework guides our curriculum: courses are interdisciplinary. It guides our governance: the school is run collaboratively. It guides the structure of our learning community: interdependent and connected to society at large.

74% of the students volunteered in various activities in the community for a total of 838.5 hours. These activities include work on the site, growing, cooking and serving food at a local soup kitchen and helping out with environmental activities around New Haven. Students learn to interact with a wide variety of people, of various ages, and take responsibility to ensure that the programs are successful. Common Ground provided 65% of the students involved in the Youth Radio Project, part of New Haven's Festival of Arts and Ideas. Students studied the time period, took local histories, and learned to produce audio interviews. Afterward, they took turns staffing the booths which allowed the public to listen to their carefully edited conversations.

Collaborations continue to enhance the Common Ground experience. Students took trades courses at Job Corps and took college courses in the Partnership program with Gateway Community College and a similar program with Southern CT State University.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

Improvements in Student Performance and Achievement

This was the year we looked back on Common Ground's Renewal Year. We have achieved a new level of maturity and stability. Since the early days of creating a charter school, reacting to new circumstances has evolved into following procedures, and trial runs have been replaced with reflection on previous experience. At the same time, the excitement and the freshness of this school reform effort has maintained and flourished. We have seen a significant increase in credit earning, especially in the fall trimester, and for the year as a whole. This is true for returning students as well as for the incoming freshmen. This credit measure suggests we are gaining in nourishing a culture of achievement. Another area of growth is in our Common Ground learning objectives, a group of performance tasks that each student is expected to pass by graduation. We now have a rubric in place for each task, and more data is in each student's portfolio. This year we initiated baseline testing in reading and mathematics. From these measures, we gain a more complete understanding of the progress of our student body as well as of each individual student.

Student Accomplishments

This year we created a Senior Advisory class within our guidance structure. With this support, all seniors took the SATs, many twice, attended college fairs and visited at least three colleges. College reps and admissions officers visited the school to assist students and parents with the complexities of applications and financial aid forms. The *average* number of credits earned by the senior class was over 24. By graduation, 92% of the seniors were accepted in college and planning to enroll. The remaining 8% enlisted in the armed forces.

Needs and Improvement Plans

We must continue to raise scores on the CAPT test. To this end, we began a Saturday morning CAPT and SAT prep class, which was well attended. The freshmen took the full length practice CAPT on the same schedule as the rest of the school. This has become the expectation of the school; everyone takes CAPT until they reach the goal.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.